

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

Waddell School
Manchester School District

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Location: 163 Broad Street
 Manchester,
 Connecticut

Website: waddell.ci.manchester.ct.us/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: K- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 336

5-Year Enrollment Change: -17.8%*

*Between 2002 and 2007, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	165	49.1	44.7	34.2
K-12 Students Who Are Not Fluent in English	28	8.3	5.7	7.0
Students with Disabilities	43	12.8	12.9	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	30	50.0	65.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	223	80.8	79.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,038	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	20.0	18.9	18.3
Grade 2	18.0	18.9	19.3
Grade 5	19.7	19.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	40	30
Computer Education ¹	20	17
English Language Arts ¹	475	427
Family and Consumer Science	0	1
Health ¹	15	22
Library Media Skills ¹	20	18
Mathematics ¹	203	198
Music	40	32
Physical Education	40	40
Science ¹	110	98
Social Studies ¹	75	91
Technology Education	0	2
World Languages	0	12

¹Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	8.3	5.7	7.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	79.1	80.7	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.8	2.9	3.3
% of Computers with Internet Access	100.0	99.9	99.0
% of Computers that are High or Moderate Power	67.4	76.4	94.6
# of Print Volumes Per Student*	25.9	23.9	28.2
# of Print Periodical Subscriptions	13	12	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	21.90
Paraprofessional Instructional Assistants	6.83
Special Education: Teachers and Instructors	3.32
Paraprofessional Instructional Assistants	14.17
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	1.38
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.96

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.1	13.9	13.3
% with Master's Degree or Above	50.0	59.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.6	7.7	8.6
% Assigned to Same School the Previous Year	82.1	71.1	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Waddell School is committed to reaching out to school families and involving them in a wide variety of ways. Over 66% of students had an adult family member attend the annual fall Open House. Over 90% of parents or guardians attended parent-teacher conferences held in November and March. Over 91% of parents of special education students attended PPT meetings. Over 78% of kindergarten parents attended the special kindergarten orientation program on the opening day of school. Kindergarten teachers along with the school's social worker then visited 95% of the kindergarten students' homes to meet with parents about their child.

Waddell has a monthly newsletter called the Waddell News which informs parents about what is going on in the school. Each teacher has an e-mail address so that parents can communicate with teachers by e-mail and teachers post homework. Other teachers send home weekly newsletters informing parents of what content will be covered the following week and also send reminders to parents about special events such as fieldtrips.

There are a number of activities which involve parents in literacy. First grade teachers have long instituted a "Book in the Bag" program, with 100% parent participation, in which students bring home a book in a bag to read with their parents multiple times during the week. The school's Literacy Facilitator plans numerous activities with families that support literacy. One on the most popular program K-5 is "Lunch Bunch." Parents join their children for lunch, a story time, and a special literacy activity. This year there was a focus on books related to literacy and the arts. Parents and students also enjoyed a Family Game Night, First Friday at the Lutz Children's Museum, a Family Math Night, and programs including Real Dads Forever, Word Wizard, African Children's Choir, and Read Dog. The percentage range of parent-student participation ranged from 53% for third grade, 69% for second grade, and 93% for kindergarten. Author Jeff Nathan also visited the school and gave a special Before and Laughter Words evening program for parents and families.

The PTA also sponsored monthly family activities including a Hot Dog Dinner for Open House in September, a Halloween activity in October, Turkey Bingo in November, a Family Movie Night in January, a Family Dance in February, a Pasta Dinner and Student Talent Show in March, and a Multicultural Fair, Art Show and Ice Cream Social in May.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	39	11.6
Black	67	19.9
Hispanic	60	17.9
White	169	50.3
Total Minority	167	49.7

Percent of Minority Professional Staff: 8.6%

Non-English Home Language: 8.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 10.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Waddell School has a minority population of 49.7%, a 0.7% decrease from the 2007-08 school year. Since the 1999-2000 school year, there has been a 20% increase of students of color attending Waddell School. Waddell over the past few years has consistently reflected the percentage of students of color that is the average for the Manchester district. The percentage of students receiving free/reduced lunch is 42.6%, down slightly from 44% the previous year. Therefore, with a minority population of 49.7% and 49.1% of students receiving free/reduced lunch, the school contains a significant degree of racial, ethnic and economic diversity. Educational opportunities occur on a daily basis for students to interact with students of diverse racial, ethnic and economic backgrounds within individual classrooms, at recess, at lunch and through regular classroom curricular activities. In order to celebrate Waddell's diversity as well as to address Achievement Gap issues, the school implemented an Equity Plan through a variety of activities. Additional multicultural books were ordered to be used in the literacy program. Every classroom was allocated additional resources to purchase culturally responsive materials. Teachers were trained and then developed lessons in which cultural relevance was integrated, affirming students' ethnicity in the curriculum. Hispanic Month was celebrated with a sharing of information over the announcements about important Hispanic and their contributions. Black History Month was celebrated throughout the school with classroom special projects and over the announcements contributions of famous African Americans were shared. There were African American, and Hispanic role models who spoke at assemblies. The entire fifth grade had a field trip to Eastern Connecticut State University so that they could be exposed to what it would be like to attend college. Finally, a Multicultural Fair was held with a program of multicultural dances and songs and displays that could be viewed that classes prepared about 11 different countries as well as information about breads and games from around the world.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	60.4	38.1	33.6	93.3
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	39.0	49.5	54.6	28.5
Writing	56.1	62.6	62.5	36.5
Mathematics	42.9	63.8	62.8	22.7
Grade 4 Reading	42.6	58.8	60.7	25.0
Writing	53.6	63.8	64.2	32.2
Mathematics	43.4	56.6	63.6	23.4
Grade 5 Reading	62.5	58.1	66.0	42.6
Writing	78.0	60.8	66.5	69.2
Mathematics	57.4	65.6	68.8	30.4
Science	49.2	52.3	58.1	38.2
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.8	95.9	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 36 students were responsible for these incidents. These students represent 9.8% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	6	0
Physical/Verbal Confrontation	8	0
Fighting/Battery	1	0
Property Damage	3	0
Weapons	0	0
Drugs/Alcohol/Tobacco	2	0
School Policy Violations	43	1
Total	64	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the 2008-09 school year, Waddell School refined its Reading Inclusion Block Program servicing regular and special education students which effectively utilized special education staff and Title I tutors to support reading instruction in the classroom. The Reading Inclusion Block Program provides the classroom teacher with one and sometimes two additional staff members, be they special ed. teachers, Title I tutors or special ed. paraprofessionals, so that students are taught in small groups reducing the ratio of staff members to students for direct instruction. Waddell began implemented a Positive Behavior Support (PBS) program for the second year which systematically reformed the overall behavior support program in the school. There has been a 30% reduction in office discipline referrals. School climate has improved so that behavior expectations are consistently enforced and students are rewarded for demonstrating appropriate behavior. Thus, with fewer discipline office referrals, teachers have increased time for on task instruction. A major effort was made to more effectively implement Data Driven Decision Making (DDDM). All staff was trained in the tenets of the Reeves' model of DDDM. Grade level data teams met periodically and established SMART goals in reading and math. Common Formative Assessments (CFA's) were used to assess the SMART goals. In the final assessment of SMART goals in the spring, which included assessing student progress on Models for Operations, Strand C Making Connections, and Strand 25 Math Applications, each grade level achieved or exceeded their target goals. For example, 96% of first graders scored at proficiency or higher in Models for Operations. 87% of second graders achieved proficiency in Math Applications when the target goal was 70%. 89% of fourth graders achieved proficiency or higher in Making Reader/Text Connections exceeding the target goal of 70%. Having SMART goals with CFA assessments effectively helped teachers focus their instruction on particular student needs that resulted in data driving instruction. In the 2009-10 school year, with the implementation of Scientific Research Based Intervention (SRBI), grade levels will establish more focused SMART goals to make every effort to address the needs of Tier 2 and 3 students. The Reading Inclusion Block Program has been expanded an additional thirty minutes so that the classroom teacher, with the support of Title I tutors and special education staff, will be able to address the needs of Tier 2 students within the Reading Block. Plans are well underway to identify scientific based intervention materials and to redesign the use of staff to meet students at Tiers 2 and 3.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Waddell School was recognized by The Connecticut Coalition for Achievement Now (ConnCAN) for being one of 15 public school success stories in Connecticut for making progress towards closing the achievement gap between students of different racial and economic backgrounds on state standardized tests. Over the past few years, Waddell has initiated four initiatives that have helped the school succeed in closing the achievement gap. First, Waddell has been using Data Driven Decision Making to more effectively drive instruction. Staff has greatly enhanced their skills in using data to drive instruction. Second, Waddell has implemented Positive Behavior Support (PBS) to create an improved school climate which has resulted in decreased office discipline referrals and increased instructional time. Third, teachers have been trained to enhance their instruction so that cultural relevance is integrated and each student's cultural background is affirmed. This has enhanced teachers' cultural competence in working with an increasing more diverse student population. And finally, technology has increasingly been utilized and integrated into the teaching learning process. Technology in the classroom is a great motivator for students. SmartBoards were introduced this school year and there are plans to expand the use of SmartBoards throughout the school. The multifaceted Equity Plan has also contributed to closing the achievement gap. In the fall, 12 staff members read Marzano's book Classroom Instruction That Works. Staff also participated in an all day in-service on Effective Instructional Practices, Linking Research to Practice that built upon the work of Marzano. A new year one Courageous Conversations About Race group was formed and an advanced combination year two-three Courageous Conversation About Race group also met. Nine staff members participated. Then six teachers attended the two day workshop titled Beyond Diversity. All of these professional activities have contributed to Waddell making strides to close the achievement gap. CMT and quarterly assessment data also continue to be disaggregated by ethnicity to monitor the progress of all racial groups.
